

Transitions Work Group Position Statements

ACHIEVING EQUITY IN HIGH SCHOOL COMPLETION AND COLLEGE PARTICIPATION

The K-12 system and public higher education system shall continue to identify, implement, and measure strategies that effectively promote high school completion, preparation for post-secondary experiences, college participation, and post-secondary success among all students who struggle or who have been underrepresented.

Rationale: Two assertions support this recommendation. First, evidence suggests that bringing along students who are struggling the most enriches the entire system. Second, since particular programs work with particular student populations, each school will need to find its own way to achieve maximum success.

K-12 GUIDANCE AND ADVISING SYSTEMS

The state shall encourage each school district to implement a guidance and advising system that begins in elementary school, that is intensive, student centered, and curriculum driven, and that complies with the five principles that under gird Navigation 101 and shall develop a funding model to support it.

1. Consistent relation with an assigned advisor for the entire time in school
2. Student planning of curriculum
3. Student-led advisor-parent conference
4. Focus on data and evaluation
5. Development of a student-driven master schedule

Rationale: Programs built on the five principles remove barriers in the following ways.

1. They encourage students to achieve adequate preparation to achieve their life goals.
2. They encourage self-exploration and self-direction.
3. They are built on a model of cultural competence.
4. They engage families.
5. They serve all students equally.
6. They teach students and their families how to be educational consumers and how to understand and use the educational system.
7. They emphasize financial planning to enable access.
8. They increase the likelihood that all students who wish to be will be college ready.
9. The focus on data and evaluation ensures continuous quality improvement within the schools.

Dual Credit Programs

The work group supports an array of dual credit options, including but not limited to, College in the High School, Running Start, Advanced Placement, International Baccalaureate, and Tech-Prep. Additionally, the work group:

1. Encourages ensuring access and opportunity for all students, particularly ensuring that students of color and low income students can participate
2. Encourages the state to expand opportunities to meet the needs of all students
3. Agreed that each option for dual credit should have clearly articulated and well-publicized operational guidelines
4. Supports the guidelines for College in the High School being established through collaboration among OSPI, SBCTC, HECB, and COP and a funding formula to support these programs

Rationale: Considerable evidence supports the effectiveness of dual-credit programs in encouraging students who might not otherwise have aspired to post-secondary education to change their educational and career trajectories. Further, different options within the array meet the needs of students who vary on demographic variables.

Minimum Freshman Admission Standards for Public Baccalaureate Institutions

Members endorse the December 2004 revision of the Minimum Freshman Admissions Standards except that they propose clarifications to the math requirements and the academic distribution requirements as follows:

1. The math requirements should read:
 - All students will
 - successfully complete intermediate algebra or integrated math III and will take a quantitatively-based course in their senior year, OR
 - will successfully complete math through pre-calculus
2. The Academic distribution requirements should read:
 - Students must complete a minimum of three core academic credits during each year of high school.

Members also encourage the HECB to ensure that the Minimum Freshman Admission Standards are easily understood, widely communicated, and equitably promoted to all students and their families in the K-12 system beginning early enough in the K-12 experience that students are empowered to make choices that provide options later in life.

Rationale: Successful completion of intermediate algebra, immersion in quantitative skill development, and recency of quantitative skills prior to college entry prepare students to complete college-level quantitative competencies.

Core Course Database

The HECB shall work with OSPI and the public baccalaureate institutions to ensure that the core course database related to the Minimum Freshman Admissions Standards is updated, maintained, widely understood, and equitably promoted. The guidelines for the database should provide instructions for schools about the expected content of the courses that are listed in the database.

Rationale: A current database based on commonly understood expectations eases transition for students from high school to college.

Convert Minimum Freshman Admission Standards to Competency Language

The HECB in consultation with college and university faculty and other partners shall complete a version of the Minimum Freshman Admissions Standards in competency language building on existing college readiness standards alignment. The Transitions Math Project is exemplary of the development of college readiness standards in competency terms.

Rationale: Competency language provides clarity about the skills students are expected to demonstrate in order to be college ready and removes ambiguity that can arise from course names.